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THE UNIVERSITY OF ALBERTA

AN EVALUATION OF COUNSELING SERVICES
IN THE EDMONTON CATHOLIC SCHOOL SYSTEM

by



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A THESIS

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The undersigned certify that they have read and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Evaluation of Counseling Services in the Edmonton Catholic School System," submitted by Jeanette A. Boyle in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of this study was to evaluate the counseling services offered in the Edmonton Catholic School System in order to determine whether the type of school and the size of the counselor/pupil ratio were significantly related to the kind and quality of the services offered. Subjects of the study were 569 students, 121 teachers, 54 administrators, and 24 counselors from the eighteen schools offering counseling. Parents were also contacted and 198 whose children had been counseled returned the questionnaire.

Five questionnaires were developed and used in this study to determine the perceptions of the students, teachers, administrators, counselors, and parents regarding counseling and counseling service.

Results from the study indicate that the type of school and the size of the counselor/pupil ratio were significantly related to students' knowledge of referral procedures, their being helped to plan school programs, and their having the opportunity to participate in group counseling sessions. Generally students perceived they had benefited from counseling. Parents were aware that counseling services were available and administrators felt that the majority of teachers accepted counseling as an integral part of the school program. However, there

were evident deficiencies in the areas of inservice for staff and communication between the counseling department and parent, teacher, principal and student groups.

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CHAPTER 1

The Problem in Perspective

Introduction

During the sixties education came under scrutiny and criticism from experts in diverse fields. Some observers, notably Bloom et al. (1956) were fearful that schools were not even preparing youth for survival in a newly emerging culture. Other writers such as Taylor (1964) stated that education was preparing persons for success and not for coping with life's problems, frustrations, and failures. Among the many proposals for solutions to educational ills was the suggestion to increase and/or improve the counseling services offered. The result was a rapid increase in the number of counselors employed. For example, in 1948 there were the equivalent of 459 full-time counselors in New York State; in 1962 there were 1,975. In Alberta, in 1948 there were 15 full-time counselors, in 1971 there were 405. Open to question, however, is the improvement of the effectiveness of the school as a result of these services and counselors. Is counseling a solution or even a partial solution to educational ills?

Usually a profession develops to meet certain societal needs, and it does not continue to develop or persist if it does not meet, more or less adequately, these needs. The development of counseling services in the

area is evidence of a social need for such services. The Edmonton Public System employed one counselor in 1946, 102 in 1971; while in the Catholic System no counselors were employed until 1952 when a Guidance Assistant was hired on a half-time basis. Today there are 25 full-time counselors providing counseling services for approximately 14,000 out of 33,000 students. However, the nature of the needs being met and the degree to which this is being done is not always clear.

It is, therefore, necessary to examine and evaluate counseling programs. Do they contribute to the attainment of educational objectives significantly more than the absence of these functions? Is counseling in schools worth the additional expense? Which services, techniques, and approaches are the most effective? What are the variables which influence the effectiveness of counseling services in a school setting? What effect do limitations of time for counseling, types and degree of counselor training, counselor personality and similar variables have on the effectiveness of counseling? These are questions which must be answered if the counseling profession is to be viable.

Counselors recognize the need for research in the field. And while the statement that "counseling services, like many others in education, are still offered largely on the bases of hope and faith" (Rothney & Farwell, 1960)

appears to have strong support, still the quantity and quality of research on evaluation procedures have increased and improved considerably since Cottle's statement in 1957 that study in the area was either totally absent or hopelessly inadequate. More recent reviews of the literature provide some ground for optimism. Graff & MacLean (1970), Ogston (1970), and Fraser (1969) are among those doing some interesting and worthwhile research. H. Eugene Wyson (1970) has been working directly in the area of total program evaluation. He has developed four review instruments for local school reviews. These have been used by the Ohio State Department of Education to evaluate their counseling and testing services.

Need for the Study

Examination and evaluation of total counseling programs is practically non-existent in Alberta. There are many reasons for this. One is that counseling qua counseling has existed in this province for a relatively short time. The pupil personnel services concept was not introduced until 1962. Lack of certain basics: time, money, and a minimum amount of research sophistication are also among the contributing factors. The problem of obtaining an adequate criterion against which to evaluate counseling has probably been the major deterrant. It requires agreement on the goals of counseling. There is at present little agreement, with goals including such things as adjustment

(a quiet, well-run school), client satisfaction, good grades, graduation, reduction in dropouts, selection of a vocational objective, etc. Many of these are specific and limited while others may be questionable (e.g. adjustment) and apply only to some pupils and not to others.

Despite the difficulties inherent in evaluation the problem is of evident concern to counselors in Alberta. T. Mott, working for the Department of Education, has set out counseling and guidance evaluation guidelines and has presented checklists to be used by teachers and students in the evaluation process. The Edmonton Regional Guidance Council presented a workshop on accountability in March of 1971. The Edmonton Public Schools presented a critical report on the same topic in January, 1971. Each body feels that the major purpose of evaluation is to determine the quality and effectiveness of the particular programs they offer. They feel it can be accomplished only if the strengths and weaknesses of the respective programs are identified in terms of established standards. As Downing (1968) states: "To ignore evaluation is to invite at least two undesirable conditions: (1) a weak and mediocre service at a level of quality far below the possibilities, and (2) inefficiency in the use of staff members and school resources"(p. 361).

It would appear, then, that an examination of a total counseling program would be worthwhile. It could

possibly act as a generator of many similar studies in the province. Results would have implications for current and future practices in counseling, the functions and duties of the counselor and the theoretical or philosophical bases upon which counseling services should rest.

Purpose

The purpose of the present study was to examine the counseling services offered in the Edmonton Catholic School System. Parents, students, administrators, teachers, and counselors were asked to fill out questionnaires which examined the services offered in the various elementary, junior high and high schools. More specifically the research

1. Specified objectives against which to measure existing services.
2. Gathered and organized information with which to assess how well the objectives were being attained.
3. Compared the respective responses of parents, teachers, students, counselors, and administrators with regard to the counseling program.
4. Generated suggestions for program improvement.

CHAPTER 2

Review of the Literature

Past and current research concerning evaluation of counseling activities has failed to demonstrate the value of counseling very convincingly (Cross, 1965; Metzler, 1964; Thoreson & Kunce, 1968; Truax & Carkhuff, 1967). These data clearly mandate that agencies which offer counseling services make a systematic evaluation of their effectiveness. Unfortunately, evaluation seems to be the exception rather than the rule. Ladd (1967) surveyed the counseling activities of psychiatric and psychological clinics and found that only six of ninety-two agencies attempted any evaluative follow-up. Clark (1966) similarly surveyed characteristics of counseling centers in thirty-six large universities and reported that only two viewed research as a major activity. The results of these surveys constitute a rather strong indictment of these helping professions. However, efforts are being made to rectify the situation.

Counseling Programs for Students

Graff & MacLean (1970) surveyed clients' reactions toward their educational and vocational counseling by administering a questionnaire to 293 subjects from the Southern Illinois University Counseling and Testing Center. The clients indicated that they received some or much help

in the following areas: making comprehensive self appraisals; setting up academic and vocational goals; interpreting and evaluating study habits and aptitude, personality, and interest tests; improving study habits and attitudes; securing advice in planning their futures; discussing values and their implications for vocational choice; and discussing fears, negative attitudes or disinterest toward school and studying. A large proportion of advanced training and doctoral level clients indicated, however, that they had received no help either in becoming informed of vocational opportunities and requirements or in learning about how to make educational-vocational decisions.

Ogston (1970) selected a random sample of 400 clients who had used the University of Calgary Student Counseling Services during 1967 - 68. They were sent follow-up questionnaires. 208 replied and 46% claimed to have benefited from counseling. Ameredes (1963) evaluated the counseling services offered in Tallmadge High School in Tallmadge, Ohio. 87% of the 111 high school students sampled felt they had been helped in planning university programs and in making vocational choices.

In an article written for the Canadian Counsellor, Paterson (1968) expressed the view that the success of a guidance program could be measured by how the services are utilized by various persons in the school and community. Fraser (1969) sampled 890 students from grades eight through

eleven in Macdonald High School in Ste. Anne de Bellevue, P.Q. and found that 69.7% of the students voluntarily used the counseling services at least once and 56% returned for further counseling.

Carr(1969) used the Mooney Problem Check List with 119 eleven and twelve year olds in two Vancouver elementary schools to determine what types of problems they had and whether or not they would like to discuss them with a counselor. 50% of the girls replied that they would be interested in counseling, compared to 30% of the boys. Smith, Leslie, Carr, & Hewitt (1968) initiated a six month program of group counseling with 53 grade six and seven students and found that they improved considerably in their ability to interact with one another, to participate responsibly in group discussions and to respect the rights of others in the group. Rothe, Mauksch, & Peiser (1967) used group counseling with 174 selected failing students at the Illinois Institute of Technology and found that counseled groups increased their grade point averages. The grade point averages of the comparison group did not increase significantly.

Gibson's (1962) study of guidance services in twelve secondary schools within a three state area is also pertinent here. He found that more than one-fourth of the students had indicated counselors had not assisted them personally in any way; that 56% reported they were

not sure what constituted the guidance activities of their school guidance program; that one-third reported the program had not been described, explained or outlined to them during their three or four years in high school; and that many felt shortchanged because test results were not interpreted to them.

Grant (1954) studied the help given to students by counselors in educational planning, vocational planning and handling of personal-emotional problems. His analysis revealed that counselors were preferred as the students first source of help in educational and vocational planning, but not with personal-emotional problems. Students at best perceived the counselor as playing a minor role in assisting them with problems of a personal-emotional nature. Jensen's (1955) study of pupil reactions toward the guidance program in Phoenix, Arizona high schools showed that while counselors generally were preferred over teachers, parents, and friends as sources of help, students preferred to discuss personal problems with peers. These studies lead to the conclusion that students do not view the counselor as an effective source of help except in the area of educational-vocational decision making. However, it should be noted that students say others who are in critical situations should have the benefit of the counselor's skills, despite the fact that they themselves would not seek the assistance of the counselor.

In a survey of the educational and occupational choices

of Canadian secondary school students undertaken by the Department of Manpower and Immigration (1967) it was found that when students voluntarily visit the counselor, the students' high school program, their job plans after their education and their school marks or grades are the most frequently discussed topics. The same three topics are even more frequently discussed when students are called in than when they visit the counselor on their own initiative. It is also from the counselor that students received occupational literature. Again it can be concluded that the counselor is an important source of help in educational and vocational planning.

Counseling Programs and School Personnel

The counselor in the school is not the only one concerned with the individual student but rather he is a member of a team comprised of teachers, administrators, and various community agents. This team is responsible for establishing a climate in the school which either acts as a facilitator or deterrent of learning. Halpin & Croft (1962) developed the concept of open and closed climates. The open school climate is one where the staff group is characterized by caring among members and openness of communication. The closed school climate is one in which the staff feel little commitment to the group and are unwilling to be open with other staff members. Halpin & Croft suggest that the major variable determining the school

climate is the leadership style of the principal. However, the counselor, too, has a role to play in promoting open climate environments. As Faust states:

Consultation (and counseling) with groups of teachers is placed first in the hierarchy of counselor roles for a number of reasons. Most important, perhaps, is the recognition of the teacher ...as the most crucial agent for change in the school. It is she who promotes the healthy learning climate (p. 35).

Darley's (1956) presentation uncovered negative, competitive attitudes of teachers who viewed counselors "as administrators and the nicest thing you can say about administrators is that they are a necessary evil"(p.227). Attitudes have apparently changed since 1956. The results of a survey undertaken by the Department of Manpower and Immigration (1967) found that teachers and administrators were asking for more counselors. A little over three-quarters of the teaching staff and about four-fifths of the principals involved thought that the guidance personnel in schools was insufficient. The Blair Report (1969) also strongly underlined the continuing need for counseling and guidance personnel in the schools.

School counselors are subject to various demands from a number of sources: their respective conceptions of "good" practice gathered from graduate education; their supervisors in the educational setting; the students; the teachers; and the parents. Ideally, professional activities should be guided by counseling philosophies and techniques

which have as their basis sound research support. In practice, however, counselors probably adopt a more pragmatic position, and the result is an interaction between role conceptions of others and their own perception of what they should be doing.

Considerable research has been directed to the role of the counselor, and although occasional differing opinions may be noted, general themes are: consultation with staff and community agencies; the necessity for counselor-student confidentiality; the value of counselor freedom from clerical tasks; the importance of personal-adjustment counseling; the difficulties which come from disciplinary assignments (supervision); and the value of student self-discovery. There is research evidence which indicates these are important dimensions of the ideal role for a school counselor (Alberta Counselors' Ethical Standards, 1969; Faust, 1968; Hoyt, 1962; Truax & Carkhuff, 1967; Weitz, 1956).

Although the counselor has a professional and research basis for defining his role and function within the school setting, his freedom to implement the role is often limited by the school administrator who has different role expectations for him. Differences in perception of appropriate counselor roles between counselors and principals have been the concern of a number of investigations (Getzels & Guba, 1954; Gilbert, 1962; Herr & Cramer, 1965; Shertzer & Stone, 1963).

Disagreement is frequently found on such matters as reinforcing student conformity, performing routine clerical functions and divulging confidential information. Of course, not all counselor functions are disputed; many counselors and principals agree on such counselor behaviors as showing warmth and concern for individual needs, devoting time and effort to a growth or developmental process, and relating to students as a helper rather than as an expert.

It is when the counselor wants to function in ways which are incongruent with the principal's expectations that a role conflict emerges. Kemp (1962) gives little hope for the counselor's position in this kind of role conflict. He observes that the principal is the major influence in determining the function of each staff member, including the counselor.

Parents and the Counseling Program

Few human behavior scientists today would argue against the fact that what a child becomes is determined basically by the crucial relationships between the child and his parents. Recent research (Deutsch, 1965; Hess et al, 1965; Hess & Shipman, 1965) has indicated that a child's cognitive style, that is, his ways of perceiving, reasoning or remembering, is firmly established in the home. It is time to consider and involve parents both in implementing and evaluating counseling services which could effect their children significantly.

To date there is a paucity of information on how parents can become involved in the counseling program and how they can be encouraged to evaluate these services. Berdie (1955) attributed the neglect of the parent as an indication that counselors may have little understanding of, and little sympathy for, the parents of their counselees. He contends that in order to meet the needs of the counselee certain of the needs of the parents must also be satisfied. Perhaps this is true; nevertheless, the present writer suggests that teaching duties, a heavy case load, plus routine clerical work may be other significant factors preventing counselor-parent communication.

Where parents have become involved in the counseling process the effects on their children have generally been positive. Duncan & Fitzgerald (1969) measured what effect the establishment of a parent-counselor relationship prior to the child's entrance into junior high would have on the child's adjustment to school and parent-child communication. 170 junior high students from St. Petersburg, Florida were used. Significantly more of the parents came back to see the school counselor. The information given to the school by the parents was useful to counselors, teachers, and administrators. Problems identified by the conferences received early attention and close cooperation between parents and the school prevented many other problems from

developing. The parent-counselor relationship proved to be most fruitful.

Sonstegard (1962) found in investigating the effects of group counseling with fifth grade underachievers and their parents that there was a statistically significant improvement in reading achievement. Teachers were reported to have also observed positive changes in the conduct and work habits of the experimental group. The parents found the counseling sessions "generally valuable". Russell (1959) group counseled mothers of boys at the junior high level who were retarded in reading but not in intelligence. He found significant correlations between mothers' attitude change and the reading gains of the boys. Appell (1964) observed that counseling mothers of retarded children resulted in freer discussions between parents and siblings and an increased understanding of the retarded condition on the part of the mothers. The mothers became either more optimistic or more realistic with regard to the futures of their children. Buchmueller et al. (1954) found that 80% of the emotionally disturbed children whose parents participated in counseling showed improvement.

Conscientious parents are interested in new ways of helping their children. Enlightened cooperation from the family environment beyond the school has strong bearing on the success of any program initiated by the school. It is the responsibility of the counselor to tap this resource. Parents are worried about the freedom, openness, and

honesty between students and teachers. Duncan (1969) cites two examples of what can be accomplished when parents become an integral part of the counseling and educational process. As plans were being made for Louis St. Laurent-Cartier McGee in Edmonton (a Junior and Senior High complex) a communications committee was set up. Parents together with staff discussed new policies and approaches to curriculum and student problems. The committee now consists of four parents, four teachers, four students, the head of the counseling department plus the principal and a parent chairman. If any parent, teacher or student has questions or criticisms his representative takes it to the committee for discussion and returns with their reactions to it. In some cases a general meeting is held. The committee makes recommendations but does not directly set policies. At a future date subcommittees may be formed to consider such things as a family drop-in center, and outlines for family life education.

Jasper Place Composite High School had a larger program which included all parents in the area. The project was set up by the Counseling Department rather than by the Administration as was the case in Louis St. Laurent. The parent group was established

1. to provide parents with an opportunity to explore their own thoughts and opinions about issues that arise while bring up children.
2. to provide parents with the opportunity to meet a variety of people from the helping professions in

their own community.

3. to provide school counselors with an opportunity to meet parents and others in the helping professions outside the school.

As they wanted to use discussion and personal participation as their central dynamic, a five-week series of discussions was prepared. The 150 participants took part in sessions which began with a theme talk by an "authority" and ended in discussion groups.

An evaluation questionnaire was given at the conclusion of the series. All parents were favorably impressed, and thought the project should be repeated. It was decided that parents need a chance to investigate their own feelings before being confronted by the attitudes of the younger generation. Parents and children may meet later to learn to communicate better. Programs like these take time and effort, but they result in benefits to students, parents and teachers alike.

Summary

Five important points emerge from the review of the literature and research:

1. Evaluation of total counseling programs should be undertaken.
2. Individual programs should also be subject to scrutiny.
3. Students' opinions, attitudes and suggestions should be tapped more frequently so that counseling services will be such that the real needs of the students will be met.

4. The counselor plays a significant role in establishing an open school climate. He should, therefore, devote the major portion of his time in his consulting role with teachers and principals so that programs may be developed to promote effective learning climates.
5. The behavior and attitudes of parents directly influence the behavior and attitudes of their children. Counselors should encourage parents to become involved in implementing and evaluating various aspects of the counseling program.

It was the intent of this investigation to undertake an evaluation of the total counseling program in the Edmonton Catholic System by questioning not only students, teachers, and administrators but parents and counselors as well. The present study was concerned with the degree of agreement and disagreement on each item for the five groups of respondents. It was recognized that students in senior high might differ from students in senior-junior high, junior high, junior-elementary, and elementary schools. The size of the counselor/pupil ratio was also taken into consideration. It was felt that services in schools would be affected by whether there was one counselor for every 300 students or one counselor for every 1200 students. (See Appendix A.)

Hypotheses

The specific hypotheses outlined below were tested using the chi square test of independence to compare the observed frequencies with a theoretical frequency of 1/2.

1. There will be no significant relationship in

students' knowledge of referral procedures and their attendance at senior high, junior-senior high, junior high, junior-elementary and elementary schools respectively as measured by a chi square test of independence.

2. There will be no significant relationship between students' knowledge of referral procedures and their attendance in schools with counselor/pupil ratios of 1/(300 - 599), 1/(600 - 899), 1/(900 - 1199), and 1/(1200 - 1500) respectively as measured by a chi square test of independence.
3. There will be no significant relationship between responses of students who were helped to plan their school programs and whether they attended senior high, junior-senior high, junior high, junior-elementary, or elementary school as measured by a chi square test of independence.
4. There will be no significant relationship between students being helped to plan their school programs and counselor/pupil ratios of 1/(300 - 599), 1/(600 - 899), 1/(900 - 1199), and 1/(1200 - 1500) respectively as measured by a chi square test of independence.
5. There will be no significant relationship between students having the opportunity to participate in group counseling sessions and their attending senior high, junior-senior high, junior high, junior-

- elementary or elementary school as measured by a chi square test of independence.
6. There will be no significant relationship between students having the opportunity to participate in group counseling sessions and their attending schools in which the counselor/pupil ratio was 1/(300 - 599), 1/(600 - 899), 1/(900 - 1199), or 1/(1200 - 1500) respectively as measured by a chi square test of independence.
 7. There will be no significant relationship between students perceiving that counselors help them deal better with their problems and the size of the counselor/pupil ratio.
 8. Teachers are not aware of the written goals of counseling in the Edmonton Catholic School System.
 9. Administrators feel that the majority of teachers have not accepted counseling services as an integral part of the services offered within the school as measured by the administrators' responses.
 10. Parents are not aware that counseling services are available to their children.

CHAPTER 3

Research Design, Instruments and Procedures

Method

An evaluation committee comprised of one administrator, two teachers, and three counselors was organized for the purpose of planning an examination of the counseling services offered in the Edmonton Catholic School System. The committee met once a week for a period of six weeks. Written objectives were compiled to serve as a criteria against which to measure existing counseling services. (See Appendix B.) Two briefs served as the basis of these objectives: one, A Report on Counseling in the Edmonton Separate School System by Gruninger & Brosseau (1969); the second, A Further Look at the Role of the Counselor by MacDougall (1970). An attempt was made to avoid vague goals of self-actualization, self-realization or the achievement of one's potential as a human being and to incorporate behavioral criteria as set forth by Krumboltz (1968). He states:

1. The goals of counseling should be capable of being stated differently for each individual.
2. The goals of counseling for each client should be compatible with, though not necessarily identical to, the values of the counselor.
3. The degree to which goals of counseling are attained by each client should be observable (p.30).

Behavioral objectives were outlined under five headings: assist students, assist teachers, assist administra-

tors, assist parents and counselor's professional objectives.

To determine whether or not these objectives were being realized some method of obtaining data had to be developed. Five questionnaires were constructed. Care was taken to ensure that every question was related to only one specific objective. The questions were then given to several students, teachers, counselors, parents, and administrators to see how they would interpret them and to check on the level of language used. Any confusing questions were clarified and the revised questionnaires were given to a professor of counselor education and the evaluation committee for their reactions and suggestions. The suggestions were then incorporated into the final versions of the respective questionnaires. (See Appendices C, E, G, I, & J.) Each questionnaire contained as many common items as possible with the addition of questions pertinent to each specific group.

The questionnaires were divided into three sections:

1. Background Information. This information was required in order to determine whether or not the respondents had been exposed to the counseling program and to describe the participants. Description of the sample was required to aid in the interpretation of the responses.

2. Counseling Program Survey. This section was included to ascertain whether or not counseling services were being used and what, if any, benefits were being

derived. The writer wished to establish areas which might be improved by a change in policy, goals or counseling procedures. Also, she wanted to determine which parts of the program might remain because of their perceived value to the students.

3. Suggestions for Improvement. The final part was included to see if:

- a. the suggestions of the students who used counseling were more similar than the suggestions of those students who did not.
- b. the suggestions of the teachers who used counseling services were more similar than the suggestions of teachers who did not.
- c. the suggestions of administrators were similar to those of teachers who had used counseling services.
- d. the suggestions of the counselors resembled those of the teachers.

Sample

Five populations were randomly sampled: students, teachers, administrators, parents, and counselors. The sample was chosen using a random table of numbers and included approximately 5% of the students in each of the eighteen schools offering counseling services in the Edmonton Catholic School System. 569 of the 675 administered the questionnaire returned it. 246 of the students were from senior high schools; 55 were from senior-junior high schools; 54 were from junior high schools; 144 were from junior-elementary schools and 70 were from elementary schools. 382 students had received counseling; 187 had

not.

The second population was comprised of 121 out of 137 teachers approached. Approximately 20% of the teachers in each of the eighteen schools offering counseling were sampled. Fifty-four teachers taught in the senior high, eleven in the senior-junior high, twelve in the junior high, thirty-five in the junior-elementary and nine in the elementary school.

The third population consisted of fifty-three of fifty-four administrators in the eighteen schools offering counseling. There were twenty-two high school administrators, twenty-seven junior high and four elementary school administrators.

The fourth population included only parents whose children had been counseled. Questionnaires were mailed out and 198 of the 280 parents contacted returned the questionnaire. 131 women as opposed to 57 men returned it. This is partly explained by the fact that several parents were widows or women separated from their husbands. To ensure that a proper sample was being used and no male-female bias existed, chi square tests were done on the male versus female sample and no significant differences were found in the nature of the responses.

The fifth population included twenty-four of twenty-five counselors working in eighteen of the Edmonton Catholic Schools. Thirteen of the counselors were female; ten were

male. There were thirteen full-time counselors; seven three-quarter time counselors; two who counseled two-thirds of the time and two who spent half their time counseling, the other half teaching.

The results of the study were described in terms of the five populations. See Table 1 for the actual composition of the sample.

TABLE 1

The Sample
N = 965

Population	Total No. in Group	No. Sampled in Group	% of the Total Group
Students	14,000	675	4.8
Teachers	696	136	19.5
Counselors	25	24	96
Administrators	54	53	98
Parents Whose Children had Been Counseled	5,000	280	5.5

Tables 2 and 3 contain information on the breakdown of the sample.

TABLE 2

Distribution of Students, Teachers,
Administrators and Counselors
According to Type of School

Population	Type of School	Number N = 767	%
Students		N = 596	
	Senior High	246	43
	Senior-Junior	55	10
	Junior High	54	10
	Junior-Elementary	144	25
	Elementary	70	12
			<u>100</u>
Teachers		N = 121	
	Senior High	54	45
	Senior-Junior	11	9
	Junior High	12	10
	Junior-Elementary	35	29
	Elementary	9	7
			<u>100</u>
Administrators		N = 53	
	Senior High	17	32
	Senior-Junior	5	9
	Junior High	9	17
	Junior-Elementary	18	34
	Elementary	4	8
			<u>100</u>
Counselors		N = 24	
	Senior High	12	50
	Senior-Junior	3	13
	Junior High	2	8
	Junior-Elementary	6	25
	Elementary	1	4
			<u>100</u>

TABLE 3

Distribution of Students, Teachers,
Administrators and Counselors
According to Counselor/Pupil Ratio

Population	Counselor/Pupil Ratio of One to	Number N = 767	%
<hr/>			
Students		N = 596	
	300 - 599	237	42
	600 - 899	124	22
	900 - 1199	105	20
	1200 - 1500	43	16
			<u>100</u>
Teachers		N = 121	
	300 - 599	53	44
	600 - 899	23	19
	900 - 1199	29	24
	1200 - 1500	16	13
			<u>100</u>
Administrators		N = 53	
	300 - 599	17	32
	600 - 899	11	21
	900 - 1199	16	30
	1200 - 1500	9	17
			<u>100</u>
Counselors		N = 24	
	300 - 599	12	50
	600 - 899	5	21
	900 - 1199	5	21
	1200 - 1500	2	8
			<u>100</u>

Analysis of the Data

A chi square test for independence was applied to each item in each questionnaire in order to compare the observed frequencies of "yes", "no", and "don't know" responses with a theoretical frequency of $1/3$. The probability of any response being either "yes", "no", or "don't know" was $1/3$. It was assumed for each hypothesis that no actual differences existed between the observed and expected frequencies. If the value of chi square was equal to or greater than the 15.51 required for significance at the .05 level for eight degrees of freedom the hypothesis was rejected. A further analysis was carried out by considering only the "yes" and "no" responses. A theoretical distribution of $1/2$ was expected. Again if the value of chi square was equal to or greater than the 3.84 required for significance at the .05 level for one degree of freedom the hypothesis was rejected.

Limitations of the Study

The writer recognizes that this study was subject to the limitations which pertain to most questionnaires. There were incomplete returns and possible misunderstandings of part of the five questionnaires. Some attempt was made to overcome this weakness. Follow-up telephone calls were made to parents, counselors, and administrators asking them to return the questionnaires. Any questions that were unclear in the pilot surveys were clarified before being

given to the evaluation committee for their approval. Again, any items the committee felt to be ambiguous were rewritten.

The percentage of questionnaires returned would, to a large degree, affect the general applicability of any findings to other school systems where similar counseling programs are offered. A key role would also be played by the reliability and completeness of the data received. While complete anonymity of response was guaranteed the respondents, one cannot say how the social situation influenced his replies. Certainly these are variables which merit consideration.

CHAPTER 4

Results of the Study

This chapter has been divided into five sections which deal respectively with the five groups sampled: students, teachers, administrators, parents, and counselors. The results from each questionnaire and the suggestions elicited from each group will be discussed separately.

The Students

596 of the 675 students or 84% returned the questionnaire. A chi square test for independence was applied to each question analyzing the frequency of "yes", "no", and "don't know" responses. A significant relationship was said to exist at the .05 level if the chi square value was greater than or equal to 15.51 for eight degrees of freedom. The relationship was considered significant if the chi square value was equal to or greater than 3.84 for one degree of freedom. If the probability value was equal to or less than 0.05 the relationship was again said to be significant and the null hypothesis was rejected; otherwise it was accepted. The relationship between the variable of type of response and type of school was investigated as was the relationship between type of response and the various counselor/pupil ratios.

The results of the students' questionnaires can be found in Appendix C. The hypotheses, the questions which measure them as well as the responses and tables follow.

Hypothesis 1

There will be no significant relationship between students' knowledge of referral procedures and their attendance at senior high, senior-junior high, junior high, junior-elementary, and elementary schools respectively as measured by a chi square test of independence.

1. Do you know how to contact the school counselor?

(N = 569 students)

Yes	-	87%	-	496 students
No	-	13%	-	73 students

Table 5 indicates that a significant relationship does exist between the students' knowledge of referral procedures and their attendance in different types of schools. Hypothesis 1 must, therefore, be rejected.

TABLE 5

Responses to Question One
According to Type of Schools

Type of School	Number of Yes Responses	Number of No Responses	Number of Don't Know Responses	Total
Senior High	217	22	6	246
Senior-Junior High	52	3	0	55
Junior High	53	1	0	54
Junior-Elementary	130	13	1	144
Elementary	44	16	10	70
Chi square = 59.083 df = 8 Probability = 0.000				

Hypothesis 2

There will be no significant relationship between students' knowledge of referral procedures and their attendance in schools with counselor/pupil ratios of 1/(300 - 599), 1/(600 - 899), 1/(900 - 1199), and 1/(1200 - 1500) respectively as measured by a chi square test of independence.

Table 6 indicates that a significant relationship does exist between the students' knowledge of referral procedures and their attendance in schools varying in their counselor/pupil ratios. Hypothesis 2 must be rejected.

TABLE 6

Responses to Question One
According to Counselor/Pupil Ratio

Counselor/Pupil	Number of Yes Responses	Number of No Responses	Number of Don't Know Responses	Total
1/(300 - 599)	211	21	4	237
1/(600 - 899)	113	9	2	124
1/(900 - 1199)	100	12	1	113
1/(1200 - 1500)	72	13	10	95
Total	496	55	17	569

Chi square = 26.173

df = 6

Probability = 0.02

2. Have you ever had an interview with the school counselor?

(N = 567 students)	Yes	-	67%	-	382 students
	No	-	33%	-	181 students

The chi square value is 0.002 for one degree of freedom and the probability is 0.962. The relationship between the nature of replies from students who had an interview with the counselor and the type of school they were attending is not significant. There is also no significance in the relationship between the responses and the relative size of the counselor/pupil ratio. The chi square value for one degree of freedom is 0.021 and the probability value is 0.884.

3. Has the counseling program ever been described, explained or outlined to the students?

(N = 567 students)	Yes	-	36%	-	204 students
	No	-	47%	-	267 students
	Don't Know	-	17%	-	96 students

There is a significant relationship between the number of students who have the counseling program described and the type of school they attended. The chi square value is 12.779 for one degree of freedom and the probability is 0.000. The responses differ significantly from a chance distribution. There is, however, no significant relationship between the number of students who were informed and the counselor/pupil ratio

4. When you came to this school were you helped to learn about it?

(N = 569 students)	Yes	-	40%	-	228 students
	No	-	60%	-	341 students

Comment (3,4): It would seem that not enough is done in the schools to familiarize students with the purposes and functions of counseling.

No significant relationship exists between those who participated in an orientation program and the type of school they attended; nor between the former and the size of the counselor/pupil ratio. Chi square values are 0.475 and 0.272 respectively.

Hypothesis 3

There will be no significant relationship between responses of students who were helped to plan their school programs and whether they attended senior high, junior-senior high, junior high, junior-elementary or elementary school as measured by a chi square test of independence.

5. Were you helped to plan what you wanted to take in school?

(N = 474 students)	Yes	-	60%	-	285 students
	No	-	40%	-	189 students

Comment (5): 158 of 246 or 65% of the high school students answered in the affirmative while 87% of the 198 or 44% of the junior high students answered affirmatively.

Table 7 outlines the distribution of responses and the significant relationship which exists between students being helped to plan their programs and the type of school they attended. The chi square value is 13.356 for one degree of freedom. The probability of chi square occurring greater than that observed is equal to 0.000. Hypothesis 3, therefore, must be rejected.

TABLE 7

Responses to Question Five
According to Level of School

Level of School	Number of Yes Responses	Number of No Responses	Total
Senior High	158	80	238
Junior-Senior High	36	19	55
Junior High	23	28	51
Junior-Elementary	64	62	126
Elementary	4	0	4
Total	285	189	474
Chi square = 13.356 df = 1 Probability = 0.000			

Sixty-six of the elementary students did not answer question five because it did not apply to them.

Hypothesis 4

There will be no significant relationship between students being helped to plan their school programs and counselor/pupil ratios of 1/(300 - 599), 1/(600 - 899), 1/(900 - 1199), and 1/(1200 - 1500) respectively as measured by a chi square test for independence.

Hypothesis 4 is also rejected because a significant relationship is indicated by a chi square value of 3.84 for one degree of freedom and a probability value of 0.05.

Table 8 outlines the distribution of responses according to level of school.

TABLE 8
Responses to Question Five
According to Counselor/Pupil Ratio

Counselor/Pupil Ratio	Number of Yes Responses	Number of No Responses	Total
1/(300 - 599)	158	72	230
1/(600 - 899)	55	54	119
1/(900 - 1199)	51	41	92
1/(1200 - 1500)	21	22	43
Total	285	189	474
Chi square = 3.84 df = 1 Probability = 0.05			

Hypothesis 5

There will be no significant relationship between students having the opportunity to participate in group counseling sessions and their attending senior high, junior-senior high, junior high, junior-elementary, or elementary school as measured by a chi square test of independence.

Hypothesis 5 must also be rejected because a signifi-

group counseling sessions and their attending schools in which the counselor/pupil ratio was 1/(300 - 599), 1/(600 - 899), 1/(900 - 1199) and 1/(1200 - 1500) respectively as measured by a chi square test of independence.

There is a significant relationship between having the opportunity to participate in group counseling sessions and the size of the counselor/pupil ratio. Hypothesis 6 must, therefore, be rejected. Table 10 presents the distribution of responses together with the chi square and probability values.

TABLE 10

Distribution of Responses to Question Six
According to Counselor/Pupil Ratio

Counselor/Pupil Ratio	Number of Yes Responses	Number of No Responses	Total
1/(300 - 599)	61	164	225
1/(600 - 899)	50	70	120
1/(900 - 1199)	50	50	100
1/(1200 - 1500)	40	50	90
Total	201	334	535
Chi square = 12.060 df = 1 Probability = 0.000			

7. Are the facilities of the counselor's office such that you can talk without being overheard or disturbed?

(N = 403 students)	Yes	-	81%	-	330 students
	No	-	19%	-	73 students

The chi square value for school level was 7.453 for one degree of freedom and the probability of the chi square occurring greater than that observed was 0.006. The chi square value for the distinction made according to counselor/pupil ratio was 4.515 and the probability value was 0.033. Type of school and counselor/pupil ratio were in no way related to the students' perceptions of the facilities in the counselor's office.

Hypothesis 7

There will be no significant relationship between students perceiving that counselors help them deal better with their problems and the size of the counselor/pupil ratio as measured by a chi square test of independence.

8. Do you feel that the counselor has helped you to deal better with your problem?

(N = 383 students)	Yes	-	80%	-	301 students
	No	-	20%	-	82 students

Table 11 outlines the chi square values, the degrees of freedom and the probability values for this question and questions 9 and 10. Hypothesis 7 is accepted because the majority of students felt that the counselor had helped them despite the differing counselor/pupil ratios.

9. Has the counselor helped you to relate your abilities, personality traits, and interests to your plans for the future?

(N = 446 students)	Yes	-	57%	-	254 students
	No	-	43%	-	192 students

TABLE 11

Chi Square and Probability Values

For the Variables of

Type of School and Counselor/Pupil Ratio

Variables	Question	Chi Square Value	df	Probability Value
Type of School	8	0.352	1	0.5538
Counselor/Pupil Ratio	8	1.795	1	0.1903
Type of School	9	1.032	1	0.3096
Counselor/Pupil Ratio	9	0.490	1	0.4840
Type of School	10	24.708	1	0.0000
Counselor/Pupil Ratio	10	23.841	1	0.0000

10. When you needed help in making educational and vocational choices were you able to get this help from the school counselor?

(N = 441 students)

Yes - 71% - 311 students
No - 29% - 130 students

Comments (8, 9, 10): Only 383 students indicated they recieved counseling yet 446 and 441 students respectively answered questions 9 and 10 positively. Nevertheless, the majority who received counseling felt they benefited.

There is a significant relationship between the responses of those who received help in making educational-vocational choices and the type of school they attended. Another significant relationship exists between the same responses and the size of the counselor/pupil ratio.

11. Do you think the counselor keeps private what you have told him?

(N = 445 students)	Yes	-	83%	-	371 students
	No	-	17%	-	74 students

Comment (11): Students generally have confidence in the counselor's ability to maintain professional confidentiality. The chi square value for the relationship between the responses and the type of school is 1.107 while the chi square value for the relationship between the responses and the counselor/pupil ratio is 1.467.

12. Are books, pamphlets, and other informational materials about careers available to you?

(N = 532 students)	Yes	-	65%	-	344 students
	No	-	18%	-	96 students
	Don't Know	-	17%	-	92 students

Comment (12): There is a significant relationship between the responses which indicated the availability of career materials and the type of school attended. The chi square value is 44.639 for eight degrees of freedom with a probability equal to 0.000. A significant relationship also exists between the same responses and the counselor/pupil ratio for which the chi square value is 42.316 and probability value is 0.000 for eight degrees of freedom.

13. Is information about financial assistance, universities, colleges, etc. provided by the counseling department?

(N = 482 students)	Yes	- 49%	- 235 students
	No	- 21%	- 100 students
	Don't Know	- 30%	- 147 students

Comment (13): It must be kept in mind that junior high, junior-elementary and elementary students do not require information regarding post-secondary institutions. Both type of school and counselor/pupil ratio are significantly related to the responses. The chi square values for six degrees of freedom are 43.964 and 44.118 respectively.

14. Do you think counselors should contact parents?

(N = 499 students)	Yes	- 24%	- 122 students
	No	- 47%	- 235 students
	Don't Know	- 28%	- 142 students

Comment (14): Replies at all grade levels indicate that students generally are not in favor of the counselor contacting their parents.

Summary

Only 36% of the students sampled had the counseling program explained to them, yet 81% knew how to contact the counselor and 67% had availed of the services. 80% of the students who had received counseling felt they had benefited. Only 35% of the students had the opportunity to participate in group counseling sessions.

Students' Comments and Suggestions

Two open-ended questions were included in the student questionnaire in order to determine the students' attitudes

toward counseling and their suggestions for improvement of services presently offered.

Of the 382 students who had received counseling 337 or 89% commented positively on the program. A sample of positive and negative comments is included in Appendix D.

Suggestions for improvement fell into seven categories:

22% asked for more extensive and up-to-date occupational information.

2% asked for assistance in finding employment.

9% wanted more explicit explanations of prerequisites and course requirements.

18% expressed a desire for more counselors or counselors with less teaching and more counseling time.

11% wanted to know the nature and extent of the counseling services offered.

2% asked for psychological testing.

2% asked for group counseling.

Of the 81 students who expressed dissatisfaction with counseling only 26 or 4% made suggestions for improvement. They asked that confidentiality be maintained, that parents not be contacted, and that counselors make an effort to be sincerely concerned and understanding.

The Teacher Group

Questionnaires were returned by 121 of the 136 teachers. This was an 89% return. The results can be found in Appendix E. Percentages are based on the frequencies of "yes" and "no" responses.

1. Are you acquainted with the services provided by the counseling department in your school?

(N = 120 teachers)	Yes	-	87%	-	105 teachers
	No	-	12%	-	15 teachers

Hypothesis 8

Teachers are not aware of the written goals upon which the counseling program in the Edmonton Catholic School System is based.

2. Is the guidance program based on a written statement of goals?

(N = 114 teachers)	Yes	-	21%	-	24 teachers
	No	-	27%	-	31 teachers
	Don't Know	-	52%	-	59 teachers

Comment (1, 2): Although the majority of the teachers are cognizant of the services offered in the schools; nevertheless, they are not aware of the goals of counselors.

Hypothesis 8 must, therefore, be accepted.

3. Do you and/or would you refer students to the counselor?

(N = 120 teachers)	Yes	-	97%	-	117 teachers
	No	-	3%	-	3 teachers

4. Has a counselor ever consulted with you concerning special needs of students?

(N = 119 teachers)	Yes	-	90%	-	108 teachers
	No	-	10%	-	11 teachers

5. Are the procedures for referring students to the counselor satisfactory to you?

(N = 114 teachers)	Yes	-	88%	-	101 teachers
	No	-	12%	-	31 teachers

6. Does the counselor always report back to you concerning students whom you have referred?

(N = 108 teachers)	Yes	-	71%	-	77 teachers
	No	-	29%	-	31 teachers

Comments (3, 4, 5, & 6): The type of school in which the

teacher taught and the size of the counselor/pupil ratio are not significantly related to the responses. The majority of teachers were using or would use the counseling services. The counselors were consulting with teachers and the teachers were generally satisfied with referral procedures. Counselors were in most cases giving feedback to teachers. Table 12 outlines the chi square values, the degrees of freedom and the probability values for questions one through six.

7. Is it difficult to find a time when both you and the counselor can get together to talk?

(N = 120 teachers)	Yes	-	48%	-	46 teachers
	No	-	52%	-	74 teachers

8. Is there good communication between you and the counselor?

(N = 113 teachers)	Yes	-	93%	-	105 teachers
	No	-	7%	-	8 teachers

Comment (7, 8): There are timetabling barriers standing in the way of consultation. Nevertheless, teachers generally indicate that communication between counselors and themselves is good.

9. Has an inservice program regarding behavioral and learning problems of students have been made available at your school?

(N = 97 teachers)	Yes	-	26%	-	25 teachers
	No	-	74%	-	72 teachers

Comment (9): Generally, teachers replies suggest a lack of inservice programs within the schools.

10. Are student cumulative records easily accessible to the teachers?

(N = 115 teachers)	Yes	-	97%	-	111 teachers
	No	-	3%	-	4 teachers

11. Are out-of-school resources available for the referral of students who have special social and/or educational problems?

(N = 121 teachers)	Yes	-	60%	-	73 teachers
	No	-	7%	-	9 teachers
	Don't Know	-	33%	-	39 teachers

12. Does the school have available up-to-date information about occupations related to your teaching field?

(N = 121 teachers)	Yes	-	39%	-	47 teachers
	No	-	21%	-	26 teachers
	Don't Know	-	40%	-	48 teachers

Comments (10, 11, 12): Type of school is significantly related to the responses in those questions related to consultation with teachers, inservice with staff, availability of outside referral resources and up-to-date occupational information. The size of the counselor/pupil ratio was significantly related to whether or not referral procedures were considered satisfactory. In no other instance was type of school and size of the counselor/pupil ratio significant. Table 13 presents the chi square values for questions seven through twelve.

Teachers' Comments and Suggestions

Teachers generally were satisfied with the counseling services offered. Positive comments were made by 111 out of the 121 teachers. Eight teachers made no comment and two felt that students who went for counseling would be better off in the classroom. A selection of teachers'

comments can be found in Appendix F.

TABLE 12

Chi Square and Probability Values
For Type of School and Counselor/Pupil Ratio
For Teachers' Questions One Through Six

Question	Variable	Chi Square Value	df	Probability Value
1	Type of School	3.656	8	0.8867
1	Counselor/Pupil Ratio	7.210	6	0.3019
2	Type of School	13.961	8	0.0828
2	Counselor/Pupil Ratio	9.641	6	0.1406
3	Type of School	4.804	8	0.7783
3	Counselor/Pupil Ratio	4.935	6	0.5522
4	Type of School	24.987	8	0.0016
4	Counselor/Pupil Ratio	7.588	6	0.2699
5	Type of School	9.677	8	0.2884
5	Counselor/Pupil Ratio	14.143	6	0.0281
6	Type of School	10.581	8	0.2266
6	Counselor/Pupil Ratio	5.206	6	0.5176

TABLE 13

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Teachers' Questions Seven Through Twelve

Question	Variable	Chi Square Value	df	Probability Value
7	Type of School	3.915	8	0.8647
7	Counselor/Pupil Ratio	4.736	6	0.5780
8	Type of School	12.225	8	0.1414
8	Counselor/Pupil Ratio	5.270	6	0.5087
9	Type of School	16.975	8	0.0304
9	Counselor/Pupil Ratio	8.705	6	0.1909
10	Type of School	6.679	8	0.5716
10	Counselor/Pupil Ratio	7.799	6	0.2532
11	Type of School	21.886	8	0.0051
11	Counselor/Pupil Ratio	11.985	6	0.0623
12	Type of School	18.846	8	0.0157
12	Counselor/Pupil Ratio	6.871	6	0.3329

Six types of suggestions were made for improvement of present counseling services in the Edmonton Catholic School System:

55% of the teachers asked for either more counselors or counselors with more counseling time. The majority felt counselors should not teach.

30% requested inservice meetings and counselor-teacher consultation for the purpose of educating staff members regarding:

- a. the aims and objectives of counseling.
- b. the counseling services available.
- c. counseling procedures.
- d. behavioral and learning problems, classroom management, etc.

2% asked for group counseling.

3% asked for more counselors at the elementary level.

10% made no suggestions.

The Administrators

This section deals with the results from the questionnaires administered to the principals and vice-principals in the eighteen schools offering counseling services. Fifty-three out of fifty-four administrators or 98% replied. (See Appendix G)

1. How many years have you worked in the Edmonton Separate School System?

(N = 53 administrators)

Fifteen administrators had up to three years experience; nine had four to seven years experience; fifteen, eight to eleven years; and fourteen over twelve years.

3. Is the counseling program based on goals with which you

are in accord?

(N = 48 administrators) Yes - 98% - 47 administrators
 No - 2% - 1 administrator

Comment (3): Administrators agree with the goals of counseling. Teachers, however, were not generally aware of the written goals of counseling. 98% of the administrators agree with the goals of counseling while 21% of the teachers agree with the written goals.

4. Is there time available at staff meetings for exchanging information regarding counseling services?

(N = 51 administrators) Yes - 90% - 46 administrators
 No - 10% - 5 administrators

Comment (4): In three cases the administrators emphasized that the time was provided but not used.

5. Does the counseling program provide for inservice training of the school staff?

(N = 44 administrators) Yes - 32% - 14 administrators
 No - 68% - 30 administrators

Hypothesis 9

Administrators feel that the majority of teachers have not accepted counseling services as an integral part of the program offered within the school.

6. Do you feel that the majority of teachers have accepted counseling services as an integral part of the total school program?

(N = 47 administrators) Yes - 96% - 43 administrators
 No - 4% - 4 administrators

Comment (6): The comments and suggestions of the teachers support the administrators' perceptions. Hypothesis 9 is not upheld because of the high percentage of yes responses.

7. Has adequate provision been made at the school level
for systematic evaluation of the counseling program?
(N = 36 administrators) Yes - 11% - 4 administrators
 No - 89% - 32 administrators
8. Have you ever had an individual conference with the
counselor concerning one or more students?
(N = 53 administrators) Yes - 100%
9. When you made a referral to the counselor did he later
discuss the results with you?
(N = 47 administrators) Yes - 96% - 45 administrators
 No - 4% - 2 administrators
10. Are administrative provisions made for group counseling?
(N = 53 administrators) Yes - 78% - 36 administrators
 No - 22% - 10 administrators
- Comment (10): Administrative provisions are made for group
counseling but the service is seldom offered.
11. Does the counselor have suitable private quarters for
counseling?
(N = 53 administrators) Yes - 94% - 50 administrators
 No - 6% - 3 administrators
12. Does the counselor have access to clerical assistance?
(N = 53 administrators) Yes - 100%

Neither type of school nor the size of the counselor/pupil ratio were significantly related to responses of any of the questions. Administrators of high schools, junior-senior high schools, junior high schools, junior-elementary schools and elementary schools held somewhat similar views. Table 14 outlines the chi square values, degrees of freedom and probability values for questions three through eleven. Items with 100% affirmative responses were not analyzed.

TABLE 14

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Administrators' Questions Three Through Eleven

Question	Variable	Chi Square Value	df	Probability Value
3	Type of School	6.036	8	0.6432
3	Counselor/ Pupil Ratio	7.289	6	0.2949
4	Type of School	3.352	8	0.9104
4	Counselor/ Pupil Ratio	4.716	6	0.5807
5	Type of School	6.687	8	0.5708
5	Counselor/ Pupil Ratio	3.198	6	0.7836
6	Type of School	4.205	8	0.7742
6	Counselor/ Pupil Ratio	4.843	6	0.6409
7	Type of School	6.661	8	0.5736
7	Counselor/ Pupil Ratio	4.679	6	0.5855
9	Type of School	2.887	8	0.9413
9	Counselor/ Pupil Ratio	3.754	6	0.7100

TABLE 14 (Continued)

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Administrators' Questions Three Through Eleven

Question	Variable	Chi Square Value	df	Probability Value
10	Type of School	7.620	8	0.9413
10	Counselor/Pupil Ratio	3.754	6	0.7100
11	Type of School	10.580	8	0.2260
11	Counselor/Pupil Ratio	5.206	6	0.5176

Administrators' Comments and Suggestion

The comments of the administrators were generally favorable. 95% or 50 administrators expressed satisfaction with the services being offered. 5% or three were not in favor of counseling. A sample of the comments can be found in Appendix H.

Suggestions for improvement of the present services fell into five categories. 122 suggestions were made.

55% asked for additional counselors and barring this

an increase in counseling time for those counselors presently teaching.

18% made requests for more counselor-administrator communication to clarify goals and plan programs.

9% requested inservice programs for staff members.

1% suggested that counseling discontinue.

The Parent Group

The parents were sent questionnaires by mail and 198 or 70.9% of 279 returned them. Only those parents whose children had used the counseling services were contacted.

Hypothesis 10

The majority of parents are not aware that counseling services are available to their children as measured by their responses to the questionnaire.

1. Are you aware of the counseling services offered in the school?

(N = 198 parents)	Yes	-	88%	-	174 parents
	No	-	12%	-	24 parents

The majority of parents are aware that counseling is available to their children. Hypothesis 10 must, therefore, be rejected. However, further questions need to be asked in order to determine the particular services with which the parents are familiar. They may be generally aware that counseling is offered but not cognizant of services that can be legitimately expected from the counseling department.

2. Were you made aware of the counseling services through a newsletter?

(N = 198 parents)	Yes	-	24%	-	48 parents
	No	-	76%	-	150 parents

3. Would you participate in an evening series of discussions on parent-child relations if such a series were available?

(N = 198 parents)	Yes	-	79%	-	156 parents
	No	-	7%	-	14 parents
	Don't Know	-	14%	-	28 parents

4. Would you like to discuss the educational programs available to your child with someone from the school?

(N = 134 parents)	Yes	-	67%	-	132 parents
	No	-	18%	-	36 parents
	Don't Know	-	15%	-	30 parents

The remaining questions were answered by only those parents who had occasion to personally contact the counselor by telephone or in person.

5. Were you able to see the counselor?

(N = 134 parents)	Yes	-	80%	-	106 parents
	No	-	20%	-	28 parents

6. Was it you who initiated contact with the counselor?

(N = 140 parents)	Yes	-	67%	-	94 parents
	No	-	33%	-	46 parents

7. Was it the counselor who initiated contact with you?

(N = 137 parents)	Yes	-	24%	-	33 parents
	No	-	76%	-	104 parents

Comment (6,7): It is the parent who usually initiates contact with the counselor. Perhaps the counselor should be making more use of contact with the parents since parents are influential significant others in the students' lives.

8. Does the counselor usually report back to you regarding problems about which you have consulted him?

(N = 108 parents)	Yes	-	67%	-	72 parents
	No	-	33%	-	36 parents

9. Has the counselor helped you to develop improved ways of relating to your child?

(N = 102 parents)	Yes	-	69%	-	70 parents
	No	-	31%	-	32 parents

Generally, parents were aware that counseling services were available although they had not received direct communication to that effect. Parents also indicated a readiness to participate in inservice programs were these offered. When parents wished to see the counselor they were able to obtain appointments. However, parents more than counselors initiated parent-counselor communication. Two-thirds of the parents reported that counselors give feedback and help in developing improved ways of relating to children.

The type of school the children attended was significantly related to the responses of the parents for questions pertaining to parents' awareness of the counseling services offered, their being able to see the counselor when they wanted, their initiating contact with the counselor, the counselor initiating the communication, and their receiving feedback from the counselor.

The size of the counselor/pupil ratio was significantly related only to the question pertaining to the counselors informing parents by newsletter. In no other instance was the size of the counselor/pupil ratio significant. Table 15 contains the chi square values, the degrees of freedom and the probability values for the variables of type of school and size of the counselor/pupil ratio.

TABLE 15

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Parents' Questions One Through Nine

Question	Variable	Chi Square Value	df	Probability Value
1	Type of School	21.010	8	0.0071
1	Counselor/ Pupil Ratio	12.453	6	0.0526
2	Type of School	14.896	8	0.0612
2	Counselor/ Pupil Ratio	17.278	6	0.0083
3	Type of School	9.538	8	0.2990
3	Counselor/ Pupil Ratio	4.593	6	0.5970
4	Type of School	10.318	8	0.2434
4	Counselor/ Pupil Ratio	4.096	6	0.6636
5	Type of School	21.947	12	0.0381
5	Counselor/ Pupil Ratio	12.230	9	0.2007
6	Type of School	25.552	12	0.0124
6	Counselor/ Pupil Ratio	12.754	9	0.1741

TABLE 15 (Continued)

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Parents' Questions One Through Nine

Question	Variable	Chi Square Value	df	Probability Value
7	Type of School	25.813	12	0.0114
7	Counselor/ Pupil Ratio	11.818	9	0.2238
8	Type of School	24.711	12	0.0163
8	Counselor/ Pupil Ratio	13.138	9	0.1371
9	Type of School	19.138	12	0.0852
9	Counselor/ Pupil Ratio	6.630	9	0.6756

Critical values of chi square at the .05 level of significance for 12 and 9 degrees of freedom respectively are 21.03 and 16.92.

The Counselor Group

The counselors' questionnaire consisted of three parts: a time analysis chart, fifteen direct questions, and

two open-end questions for comments and suggestions. The time analysis chart summarizes the amount of time spent or expected to be spent by a counselor during a working week of 2400 minutes or 40 minutes. Three counselors did not fill in the chart because they felt they had not sufficient time. Eight commented that 40 hours was too low an estimate of a counselor's work week. The range of hours and the mean time spent on each activity are presented. The writer realizes that the mean figures are not always meaningful, but they do indicate the number of hours spent by the majority of counselors on any one activity.

Counselors are spending most of their time in individual interviews. They spend a quarter as much time teaching. Consulting with staff takes up the next largest portion of their time. Only three counselors indicated they were doing remedial work and only ten were involved in extracurricular activities. Assisting parents and contacting and using community resources come next in priority. Time is fairly evenly distributed among the remainder of the activities. One counselor is spending an inordinate amount of time doing clerical work. The majority, however, are spending approximately one hour on such tasks.

TABLE 16

Results From the Time Analysis Chart
of Counselor Activities

Activity	Time Spent Range and Mean in Hours
1. Individual Student Counseling	R = 10 - 23 hours M = 16 hours
2. Group Counseling	R = 0 - 5 hours M = 1 1/2 hours
3. Informal Contacts With Students	R = 0 - 6 hours M = 2 hours
4. Consulting With Staff	R = 1 1/2 - 5 hours M = 3 1/4 hours
5. Contacting and Using Community Resources	R = 0 - 2 1/2 hours M = 1 1/4 hours
6. Assisting Parents	R = 1/2 - 2 1/2 hours M = 1/2 hour
7. Planning and Executing Guidance Programs (Inservice, orientation, etc.)	R = 0 - 3 1/4 hours M = 1 hour
8. Guidance Staff Meetings and Committee Work	R = 1/2 - 1 1/4 hours M = 1/2 hour
9. Counseling Activities Outside of Regular School Hours	R = 1/2 - 5 hours M = 1 hour
10. Improving the Vocational and Occupational Library	R = 0 - 2 hours M = 1/2 hour
11. Testing	R = 0 - 1 hour M = 3/4 hour

TABLE 16 (Continued)

Results From the Time Analysis Chart
of Counselor Activities

Activity	Time Spent Range and Mean in Hours
12. Compiling and Updating Cumulative Records	R = 0 - 3 hours M = 15 minutes
13. Remedial Work	R = 1/2 - 4 hours M = 2 1/2 hours
14. Extracurricular Activities Directly Associated With Counseling	R = 1/2 - 3 hours M = 1 hour
15. Professional Development	R = 1/2 - 2 1/2 hours M = 1/2 hour
16. Teaching	R = 0 - 20 hours M = 4 3/4 hours
17. Supervision	R = 0 - 2 1/2 hours M = 1/2 hour
18. Routine Clerical Work	R = 0 - 6 hours M = 1 hour

Twenty-four of the twenty-five counselors or 96% returned the questionnaire.

1. Is the counseling program based on a written statement of goals?

(N = 22 counselors)	Yes	-	36%	-	8 counselors
	No	-	65%	-	14 counselors

2. Have you an active program for informing students and teachers about the counseling services in the school?

(N = 21 counselors)	Yes	-	57%	-	12 counselors
	No	-	43%	-	9 counselors

3. Have you an active program for keeping parents informed about counseling services offered in the school?

(N = 21 counselors)	Yes	-	18%	-	4 counselors
	No	-	82%	-	17 counselors

Comment (1,2,3): Counselors are either not aware of the written statement of goals which exists in the Edmonton Catholic School System or they do not consider the statement compiled at a general counselors' meeting in June of 1970 a list of objectives. The program for informing students and parents seems to be inadequate.

4. Does the school have an orientation program for incoming students?

(N = 20 counselors)	Yes	-	65%	-	13 counselors
	No	-	35%	-	7 counselors

5. Do you conduct group activities in vocational choice and career decision making?

(N = 22 counselors)	Yes	-	41%	-	13 counselors
	No	-	59%	-	9 counselors

Comment (4,5): Although the counselors state that the schools have orientation programs; nevertheless, only 40% of the students were able to recognize that they had received such services. Less than half the counselors conduct group activities in vocational and career decision

making.

6. Does the counseling program provide for inservice training of the school staff re: teacher-student relations,, communication techniques, etc.)

(N = 21 counselors)	Yes	-	24%	-	5 counselors
	No	-	76%	-	16 counselors

Comment (6): Teachers, administrators and counselors testify that inservice is not carried out in the majority of the schools.. Very often it is inservice training which contributes to the building of a healthy learning climate.

7. Is a list available of staff members with special skills and understandings who may be utilized to help students with particular needs?

(N = 21 counselors)	Yes	-	24%	-	5 counselors
	No	-	76%	-	16 counselors

8. Do you give feedback to those who have referred students to you?

(N = 24 counselors)	Yes	-	100%
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Comment (8): 71% of the teachers stated that counselors give feedback while 96% of the administrators and 67% of the parents agreed that counselors did report back to them. Generally, counselors do give feedback; however, greater care should be taken to ensure that parents and teachers are kept informed.

9. Are counseling sessions carried out in privacy and with a minimum amount of interruption?

(N = 23 counselors)	Yes	-	96%	-	22 counselors
	No	-	4%	-	1 counselor

10. Are intelligence tests, personality inventories, etc. available in the counseling office for use with students?

(N = 24 students)	Yes	-	96%	-	23 counselors
	No	-	4%	-	1 counselor

11. Is up-to-date occupational information and reference materials available for use of students, teachers, and counselors?

(N = 20 counselors)	Yes	-	95%	-	19 counselors
	No	-	5%	-	1 counselor

12. Are social and personal reference materials available for use by students, teachers and counselors?

(N = 20 counselors)	Yes	-	65%	-	13 counselors
	No	-	35%	-	7 counselors

Comment (10, 11, 12): Counselors have intelligence tests, personality inventories, etc. for carrying out testing functions. They also seem to have adequate occupational information and reference materials. However, students and teachers are not sufficiently aware that such materials are available. Personal and social reference materials are not as plentiful. It should be noted, however, that there is not a demand for them. (See suggestions for improvement made by teachers, administrators, and students.)

13. Are report cards, cumulative records, program forms, etc. available in the counseling office?

(N = 23 counselors)	Yes	-	96%	-	22 counselors
	No	-	4%	-	1 counselor

14. Do you work with parents?

(N = 24 counselors)	Yes	-	100%
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15. Do you feel that the counseling program is generally accepted by the teachers?

(N = 23 counselors)	Yes	-	96%	-	22 counselors
	No	-	4%	-	1 counselor

Comment (15): The results of the counselors' impressions correspond with the general impressions of the administrators' replies to the effect that teachers accept counseling as an integral part of school services. The teachers' comments reflect the same positive stand.

There was a significant relationship between the variables: type of school and size of the counselor/pupil ratio and the counselors' responses to the question regarding the existence of an orientation program for incoming students. In no other instance were these variables significantly related to the replies. Table 17 contains the chi square and probability values for one degree of freedom for the relationship between the variables and the replies.

TABLE 17

Chi Square and Probability Values
For Type of School and Counselor/Pupil Ratio
For Counselors' Questions One Through Thirteen

Question	Variable	Chi Square Value	df	Probability Value
1	Type of School	0.505	1	0.4774
1	Counselor/Pupil Ratio	2.854	1	0.0912
2	Type of School	2.918	1	0.0876
2	Counselor/Pupil Ratio	0.020	1	0.8876

TABLE 17 (Continued)

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Counselors' Questions One Through Thirteen

Question	Variable	Chi Square Value	df	Probability Value
3	Type of School	0.065	1	0.7982
3	Counselor/Pupil Ratio	0.618	1	0.4319
4	Type of School	10.092	1	0.0011
4	Counselor/Pupil Ratio	10.729	1	0.0015
5	Type of School	3.010	1	0.0827
5	Counselor/Pupil Ratio	0.643	1	0.4225
6	Type of School	0.131	1	0.7171
6	Counselor/Pupil Ratio	0.053	1	0.8188
7	Type of School	0.659	1	0.4168
7	Counselor/Pupil Ratio	0.236	1	0.6269
9	Type of School	0.489	1	0.4844
9	Counselor/Pupil Ratio	0.308	1	0.5788
10	Type of School	1.960	1	0.1615

TABLE 17 (Continued)

Chi Square and Probability Values
 For Type of School and Counselor/Pupil Ratio
 For Counselors' Questions One Through Thirteen

Question	Variable	Chi Square Value	df	Probability Value
10	Counselor/ Pupil Ratio	2.962	1	0.0852
11	Type of School	1.955	1	0.1621
11	Counselor/ Pupil Ratio	3.958	1	0.0466
12	Type of School	3.778	1	0.0519
12	Counselor/ Pupil Ratio	1.832	1	0.1760
13	Type of School	2.245	1	0.1341
13	Counselor/ Pupil Ratio	3.562	1	0.591

The size of the counselor/pupil ratio was significantly related to the counselors' answers to the question on the availability of up-to-date occupational information. However the type of school in which the counselor worked was not related.

Counselors' Comments and Suggestions

The third part of the counselor questionnaire asked the counselors to identify the factors which they thought were limiting the growth of counseling services within their particular schools. Forty comments were made.

50% identified lack of time due to a heavy teaching load and the demands of clerical work.

30% felt that counselor/pupil ratios of 1/(900 - 1200) were preventing counselors from doing a more effective job.

15% thought lack of departmental organization a factor limiting growth of counseling services.

5% pointed to overlapping administration and guidance functions as the crucial factor.

Counselors were also asked to make recommendations for further improvement and growth of the pupil personnel program. One hundred suggestions were made.

25% suggested that more counselors be added or barring this, that present counselors be relieved of their teaching duties.

19% asked that vocational information be sent to the schools from a central source.

18% asked that inservice programs be set up in the schools.

16% recommended that administrator-counselor communication be improved.

8% wanted social workers in the school on a full time basis.

8% asked for inservice meetings for counselors organized by the staff at the central office.

3% suggested better scheduling of counselor time.

2% called for specialized testing and speech therapy in the schools.

1% asked for feedback from professional organizations. Excerpts from the counselors' recommendations and comments can be found in Appendix K.

CHAPTER 5

Summary, Conclusions, and Recommendations

Purpose and Objectives of the Study

The main purpose of the study was to examine the counseling program offered in the Edmonton Catholic School System. More specifically it was designed

1. to collect and organize information to assess the present status of counseling in the Edmonton Catholic Schools.
2. to compare the respective responses of parents, teachers, counselors and administrators with regard to the counseling program.
3. to make suggestions for program improvement.

Method, Scope and Findings of the Research

The data were obtained through the use of five questionnaires developed by the writer in conjunction with a five member evaluation committee. A survey was made of 4.8% of the students in the eighteen schools offering counseling, 19.5% of the teachers in the same schools, 100% of the administrators and counselors, and 5.5% of the parents whose children had been counseled.

Conclusions

It is evident from the data that from the point of view of administrators and teachers, counseling is an important aspect of education. Although teachers are not sufficiently informed about the goals of counseling, they,

nevertheless, do or would refer students to the counselor. However, both teachers and administrators expressed a desire for more viable interchange. Both groups would like the opportunity to participate in inservice programs designed to promote better understanding and successful solutions to learning and behavioral problems.

Lines of communication appear to be good between counselors and other staff members. Administrators wish to meet with counselors to plan preventative programs. Teachers want feedback on a regular basis. They do not wish to infringe on the student's right to privacy, but they would greatly appreciate information and insight into particular problems in order to be in a better position to help the student in the classroom.

The goals of the counseling program seem to be generally accepted by administrators. Teachers, on the other hand, ask that objectives be made more explicit. Both groups indicate that present methods of evaluating goals are inadequate. Individual counseling procedures and programs have not been subjected to systematic or thorough scrutiny.

Students and school personnel judged the physical facilities (room, furniture, etc.) to be satisfactory. Vocational information they would like to see upgraded, expanded and better disseminated.

Counselors expressed a need for more professional interchange. They requested guidelines from the central

office designed to promote inservice within the schools, healthy school climates, ongoing evaluation of present counseling procedures and promotion of preventative programs. Since the majority of the counselors are involved in teaching they have not sufficient time to plan and evaluate new programs. However, with support and direction from the central office they would be willing to experiment.

Recommendations

Counseling plays a definite role in fostering good mental health in the community. It is necessary at all times to reevaluate counseling programs to ensure quality of service. The school as a public institution supported by public funds is accountable; and therefore, its tasks, in this instance counseling must be approved and regarded as public responsibilities.

It is, therefore, recommended that the following action be taken.

1. Communication with staff, students and parents should become the prime goal of counselors.
 - a. Small group procedures should be undertaken to realize this end. Ongoing or terminal five member committees consisting of teachers, administrators, and counselors could be set up to plan interpretation of counseling to staff. Teachers and other staff members are likely

to participate more freely in activities they have planned.

- b. Counseling goals, procedures and services could be explained to teachers in small groups of six to ten members. Questions and discussion should be encouraged.
 - c. A communication packet containing explanations of goals, procedures and services could be compiled and distributed to teachers early in the school year.
 - d. Capsule presentations, discussions and/or demonstrations could be planned for staff meetings if not each month at least every third month.
 - e. Counselors and administrators could arrange to meet on a regular basis to plan and evaluate programs.
 - f. Counseling information could be sent to parents in the form of a newsletter or brief insert in each report card.
2. Only 25% of the teachers have had the opportunity to participate in inservice programs. Counselors could make enquiries to determine areas of need and help in organizing inservice programs. (School climate, communicating with students, etc.)
3. Counselors could adapt a set of goals to their particular situation. It would be useful to present

these goals to a staff meeting or to small groups of teachers early in the school year for discussion and clarification.

4. In order to maintain the quality of the services two types of evaluation procedures are suggested.
 - a. At the Central Level. An ongoing evaluation committee consisting of administrator, teacher, and counselor representatives could be established. The responsibilities of this committee would be to draw up guidelines for evaluation at both the general and local levels. It would establish empirical criteria and measuring devices for assessing objectives. It would be advantageous to delimit goals and to concentrate on specific types of services rather than the total program. For example, services to teachers could be considered one year; influencing school climate, another year; and services to students, in yet another.
 - b. The Central Pupil Personnel Office could select one area to be evaluated in any one particular year. Representative staff committees would then be set up at the local level to discuss methods of implementing and evaluating the program. Inservice in the schools for the purpose of facilitating open school climates could be the

focus for the coming year.

5. Approximately one out of every two teachers indicated the need for additional counseling time. It would appear that the time demands placed on counselors militate against persons being assigned teaching duties in addition to counseling. It is, therefore, recommended that counselors not teach and that more counselors be introduced at the elementary level.
6. It is also recommended that the central pupil personnel staff coordinate inservice programs emphasizing practical methods of working with school staff, carrying out preventative counseling and group counseling procedures. Counselors would then have the opportunity to exchange ideas, discuss current issues and plan improved services to staff, students, and parents. Counselors, particularly those who are working alone, could organize weekly counselor meetings with counselors in their region in order to discuss common problems.
7. Counselors do offer orientation programs explaining their goals and services but students are unaware of them. One possible reason for this is that single presentations have been presumed to be sufficient exposure for assimilating the ideas presented. Also large group presentations have been the usual mode of communication. Such orientation programs pre-

clude participation of and interaction in the group. They are seldom pertinent to the needs of all participants, and thus not all those present become involved with understanding the counseling program. Visiting classrooms would take more counselor time but would result in more successful communication. These visits could possibly be made the week prior to the distribution of report cards. The buddy system could also be employed so that the program would be explained to small groups of students who would in turn explain it to other groups of students. It would seem advisable to carry out such a program at frequent intervals throughout the year to keep as many as possible informed about current practices.

8. It is incumbent upon counselors to acquaint themselves with the dynamics and procedures for working effectively with small and large groups. One or two general counselor meetings could be devoted to group counseling procedures. These procedures can extend the idea that counseling is for all pupils who desire it and not only for students who have serious problems.

The findings of the present study supply some reassurance that in most areas of the counseling program offered in the Edmonton Catholic School System counselors were doing a satisfactory job, although certain weaknesses

in counseling facilities and counseling skills were made apparent. The results support the conclusion that in the areas of public relations and inservice with staff there is a serious deficiency. Hopefull, these inadequacies will be corrected and improved. To do this effectively counselors will have to become not only excellent practitioners but persons who are willing to experiment, innovate and record the effects of the various procedures they adopt.

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APPENDICES

APPENDIX A
COUNSELOR/PUPIL RATIOS

Counselor/Pupil Ratio

$$\frac{\text{Total Number of Students}}{\text{Time X No. of Counselors}}$$

ST. ALPHONSUS	Time - 7/8 Students 820	= 937
ST. ANGELA & ST. MATTHEW	Time - Full Students - 687 798	= 1485
AUSTIN O'BRIEN	Time - 3/4 - 1/2 Students - 700	= 560
LOUIS ST. LAURENT	Time - Full Students - 846	= 846
ST. CECILIA	Time - 2/3 Students - 827	= 1240
ST. EDMUND	Time - 2/3 Students - 697	= 1194
ST. FRANCIS XAVIER	Time - 7/8 Students - 680	= 777
HOLY CROSS	Time - 3/4 Students - 681	= 908
ST. JAMES & MT. CARMEL	Time - 3/4 Students - 419 - 358	= 1036
ST. JOSEPH	Time - 4 1/2 Students - 2000	= 444
ST. KEVIN	Time - 3/4 Students - 582	= 776

MacDONALD	Time - 1 3/4 Students - 642	= 343
ST. MARY	Time - 1 7/8 Students - 743	= 410
O'LEARY	Time - 2 3/4 Students - 1453	= 582
SACRED HEART	Time - Full Students - 687	= 687
ST. THOMAS MORE	Time - 1/2 Students - 475	= 950

APPENDIX B

OBJECTIVES OF A SCHOOL COUNSELING PROGRAM

Objectives of a School Counseling Program

A. Assist Students

1. Keep students informed about the counseling services available in the school.
2. Carry out an orientation program for incoming students.
3. Acquaint students with the characteristics, pre-requisites and objectives of school courses.
4. Advise students about various occupational fields and general training requirements of each field.
 - a. Counselor directly informs students.
 - b. Printed materials are made available to students.
 - c. Community resources are used to help students.
5. Assist the student to understand himself.
 - a. Administer appropriate tests.
 - b. Conduct individual counseling sessions.
 - c. Conduct group counseling sessions.
6. Help students with personal problems.
 - a. Conduct individual counseling sessions.
 - b. Conduct group counseling sessions.

B. Assist Teachers

1. Keep teachers informed about the counseling services available in the school.
2. Consult with teachers regarding students with particular needs.
3. Provide appropriate feedback to teachers regarding educational and behavioral problems of students.
4. Assist teachers to relate their subject area to relevant occupations.
5. Serve as a resource specialist in providing vocational and other guidance information (communication skills, special learning problems, etc.)

C. Assist Administrators

1. Inform administration regarding counseling goals and services.
2. Participate in developing and implementing school philosophy and policy.
 - a. Make recommendations for curriculum changes.
 - b. Apprise administrations about pervading or recurring problems within the school.
 - c. Cooperate with the administration in measures designed to facilitate counseling services.
3. Develop inservice programs regarding group counseling techniques, communication skills, etc.
4. Consult with administration regarding students with particular problems.

D. Assist Parents

1. Inform parents of counseling services available within the school.
2. Consult with parents.
 - a. Provide feedback to parents who have contacted the counselor.
 - b. Provide a school contact for parents.

E. Counselors' Professional Objectives

1. Compile a written statement of goals.
2. Arrange home contacts.
3. Develop an orientation program.
4. Use community agencies where necessary.
5. Respect the individual's right to privacy by keeping private those matters which the client wishes respected.
6. Become aware of pervading and recurring problems within the school.

7. Provide adequate counseling facilities.
8. See that cumulative information on each student is made available.
9. Keep informed about latest professional developments.
10. Maintain an up-to-date vocational and occupational library.
11. Become a member of a professional organization.

APPENDIX C

STUDENTS' RESULTS

Results From the Counseling Review Questionnaire

Students - 569/675 questionnaires were returned
 - an 84% return

1. Do you know how to contact the school counselor?

(N = 569 students)	Yes	-	87%	-	496 students
	No	-	13%	-	73 students

2. Have you ever had an interview with the school counselor?

(N = 563 students)	Yes	-	67%	-	382 students
	No	-	33%	-	181 students

3. Has the counseling program ever been described, explained or outlined to the students?

(N = 567 students)	Yes	-	36%	-	204 students
	No	-	47%	-	267 students
	Don't Know	-	17%	-	96 students

4. When you came to this school were you helped to learn about it?

(N = 569 students)	Yes	-	40%	-	228 students
	No	-	60%	-	341 students

5. Were you helped to plan what you wanted to take in school?

(N = 474 students)	Yes	-	60%	-	285 students
	No	-	40%	-	189 students

6. Have you had an opportunity to participate in group discussions or group counseling sessions?

(N = 535 students)	Yes	-	37%	-	201 students
	No	-	73%	-	334 students

7. Are the facilities in the counselor's office such that you can talk without being overheard?

(N = 403 students)	Yes	-	81%	-	330 students
	No	-	19%	-	73 students

8. Do you feel that the counselor has helped you to deal better with your problem?

(N = 383 students)	Yes	-	80%	-	301 students
	No	-	20%	-	73 students

9. Has the counselor helped you to relate your abilities, personality traits, and interests to your plans for the future?

(N = 446 students)	Yes	-	57%	-	254 students
	No	-	43%	-	192 students

10. When you needed help in making educational and vocational choices were you able to get this help from the school counselor?

(N = 441 students)	Yes	-	71%	-	311 students
	No	-	29%	-	130 students

11. Do you think the counselor keeps private what you have told him?

(N = 445 students)	Yes	-	83%	-	371 students
	No	-	17%	-	74 students

12. Are books, pamphlets, and other informational materials about careers available to you in the counselor's office?

(N = 532 students)	Yes	-	65%	-	344 students
	No	-	18%	-	96 students
	Don't Know	-	17%	-	92 students

13. Is information about financial assistance, colleges, universities, etc. provided by the counseling department?

(N = 482 students)	Yes	-	49%	-	235 students
	No	-	20%	-	100 students
	Don't Know	-	31%	-	147 students

14. Do you think counselors should contact parents?

(N = 499 parents)	Yes	-	24%	-	122 students
	No	-	47%	-	235 students
	Don't Know	-	28%	-	142 students

APPENDIX D

STUDENTS' OPINIONS

Students' Comments and Suggestions

Elementary Pupils

"The counselor has helped me with one BIG problem - my mother."

"She helped me by telling me how to get along better with my teachers."

"Well, she's talked to me in a special way so that I won't do it again."

"Well when other kids start to pick on me I go and have a talk with my counselor - he tells me what to do."

Junior High Students

"When I have a problem the counselor helps me with my problem and gives me confidence so that I can do my work better without having to worry about it."

"The counselor has helped me to settle down and get to work without getting nervous."

"He helped me with a drug problem."

"She has helped me when I tell off teachers."

"I wish the counselor wouldn't tell teachers about my problems."

"I was very disappointed in the counselor."

"The counselor helped me when I could not work in class because my father died. And now I feel much better."

"She helped my mother and I, see my way clear, through our problem."

Senior High School Students

"The counselors I have been to have shown me that it is my responsibility to get an education. I didn't think that seriously about my future but after seeing a counselor I saw that I had to smarten up."

"He gave me ideas for communicating better with my teachers."

"Well whenever I wanted to get something off my back there was always a counselor I could talk with and I think that's important. You know, talking to somebody about your problems without getting hassled."

"He has helped me decide what courses to take and where to take them and set up a program in which I got higher marks."

"As a new student I was provided with answers to questions in adjusting to a new system. I was shown that when I needed help I could obtain it, and I found that the counselor was eager to help and she made me understand things to an extent where I learned to help myself find out things. I feel our counselor is a very wonderful woman and a truly real and trusting person."

"She has helped me to relax and not jump to conclusions when a problem arises. She treats you like an adult."

"I think the mere fact that he was there when I needed someone to talk to was the most comforting. I have both asked for, and received help with personal matters, and

career type questions."

"I have never been in contact with the counselor. Many times I wish I could - not only for academic reasons but for personal ones also. But I'm not sure whether or not he would be of any help to me. I guess, maybe, that I'll never know how much of a help he could be unless I tried to see him."

"He has helped me understand how to use my time to better advantage and how to do what I did in a better way. He was a friend when I needed one."

"He hasn't really helped me. I once went to see a counselor and nothing really happened. He showed me I could solve the problem myself."

APPENDIX E

TEACHERS' RESULTS

8. Is there good communication between you and the counselor?
- | | | | | | |
|--------------------|-----|---|-----|---|--------------|
| (N = 113 teachers) | Yes | - | 93% | - | 105 teachers |
| | No | - | 7% | - | 8 teachers |
9. Has an inservice program regarding behavioral and learning problems of students been made available at your school?
- | | | | | | |
|-------------------|-----|---|-----|---|-------------|
| (N = 97 teachers) | Yes | - | 26% | - | 25 teachers |
| | No | - | 74% | - | 72 teachers |
10. Are student cumulative records easily accessible to the teachers?
- | | | | | | |
|--------------------|-----|---|-----|---|--------------|
| (N = 115 teachers) | Yes | - | 97% | - | 111 teachers |
| | No | - | 3% | - | 4 teachers |
11. Are out-of-school resources available for the referral of students who have special social and/or educational problems?
- | | | | | | |
|--------------------|------------|---|-----|---|-------------|
| (N = 121 teachers) | Yes | - | 60% | - | 73 teachers |
| | No | - | 7% | - | 9 teachers |
| | Don't Know | - | 33% | - | 39 teachers |
12. Does the school have available up-to-date information about occupations related to your teaching field?
- | | | | | | |
|--------------------|------------|---|-----|---|-------------|
| (N = 121 teachers) | Yes | - | 39% | - | 47 teachers |
| | No | - | 21% | - | 26 teachers |
| | Don't Know | - | 40% | - | 48 teachers |

APPENDIX F

TEACHERS' OPINIONS

Teachers' Comments and Suggestions

Elementary Teachers

"The counselor has helped me simply by giving individual and expert assistance to children who needed someone outside the traditional school authority structure with whom to talk. It is a tremendous relief to know that some of these troubled children are not forced to rely solely on me for help with their problems."

"She helped with a classroom situation where two distinct groups had formed."

"She advised me and gave me tremendous support when we had to work with children with severe reading problems."

"I would like to know more about the students' problems and counseling information (pro and con) especially with regard to the students with whom I deal in class."

"It would be beneficial if we had more counselors."

"We should have more help in this department. It is very difficult for one person to look after 600 students."

Junior High Teachers

"I would like to be able to send a few other children to the counselor - children whose problems are not serious but who would benefit. However, I realize time for our counselor is a problem. We need more counselors."

"The counselor has discussed problem children with me and offered ways to handle these problems. Also it has been

of great help to have 'follow-up' discussions on these pupils and to assess and reevaluate the procedures used in handling them."

"Give us more counselor-teacher inservice programs so that classroom teachers can become more adept at recognizing problem students, more sensitive to students' needs and better equipped in dealing with special situations."

"I would suggest more inservice that would make the teacher more aware of what services are available to the children who have problems."

"I would like to see teachers meet on a regular basis with the counselor."

High School Teachers

"When students have problems at home or when they need special emotional encouragement I find the guidance office supplies me with background to make it easier to help the student overcome his problem."

"The counselor is always accessible for informal talks concerning pupils. He gives me an added insight into the students' problems or sometimes a different approach. Our counselor aids me most by getting the problem (potential) students involved in sports."

"The counseling office provides a release of students' emotional tensions (for which the classroom is no place - and the teacher has no time)."

"Add another counselor as competent."

"She could come to the classroom more often."

"The counselor could make teachers more aware of his services."

APPENDIX G

ADMINISTRATORS' RESULTS

Administrators' Results From The Counseling Program Review Questionnaire

Fifty-three out of fifty-four or 98% of the questionnaires were returned.

1. How many years have you worked in the Separate School System?

The range of years was three to twenty-two while the mean and average years of experience were ten and twelve and one-half respectively.

2. How many years have you worked in this school?

The range of years was one to thirteen years while the mean and average years of experience were three and four respectively.

3. Is the counseling program based on goals with which you are in accord?

(N = 48 administrators)	Yes - 98% - 47 administrators
	No - 2% - 1 administrator

4. Is there time available at staff meetings for exchanging information regarding counseling services?

(N = 51 administrators)	Yes - 90% - 46 administrators
	No - 10% - 5 administrators

5. Does the counseling program provide for inservice training of the school staff?

(N = 44 administrators)	Yes - 32% - 14 administrators
	No - 68% - 30 administrators

6. Do you feel that the majority of the teachers have accepted the counseling program as an integral part of the total school program?

(N = 47 administrators)	Yes - 96% - 43 administrators
	No - 4% - 4 administrators

7. Has adequate provision been made at the school level
for systematic evaluation of the counseling program?

(N = 36 administrators) Yes - 11% - 4 administrators
 No - 89% - 32 administrators
8. Have you ever had an individual conference with the
counselor concerning one or more students?

(N = 53 administrators) Yes - 100%
9. When you make a referral to the counselor does he later
discuss the results of the interview with you?

(N = 47 administrators) Yes - 96% - 45 administrators
 No - 4% - 2 administrators
10. Are administrative provisions made for group counseling?

(N = 46 administrators) Yes - 78% - 36 administrators
 No - 22% - 10 administrators
11. Does the counselor have suitable private quarters for
counseling?

(N = 53 administrators) Yes - 94% - 50 administrators
 No - 6% - 3 administrators
12. Does the counselor have access to clerical assistance?

(N = 53 administrators) Yes - 100%

APPENDIX H

Administrators' Comments and Suggestions

Administrators of Elementary School

"Our counselor has good insight regarding, not only individual students, but also the mood of the school at large. The counselor's advice on decisions pertaining to the administration of the school is often invaluable."

"The counselor has been of assistance in determining backgrounds of problem children - this has been a great help in making proper administrative decisions."

Administrators of Junior High Schools

"I am pleased with his effectiveness but would like to comment on the question relating to confidentiality. I do not always want answers because I maintain that some of the material given by the student is privileged information. What I most want is insight into the problem."

"She has helped me provide guidance for grade nines regarding grade ten."

Administrators of Senior High Schools

"The counselor has guided students into proper courses and programs. Many students consult our guidance department re: personal problems. On many occasions students have contacted our counselor after hours i.e. at their homes, seeking guidance and advice on personal matters."

Our guidance department has been of great assistance to me in getting students to attend regularly and in arranging many parent-teacher-administrator interviews."

The comments ranged from the positive "doing a great job" to the negative " frankly, I don't know what counseling is trying to do".

APPENDIX I

PARENTS' RESULTS

Parents' Results From
The Counseling Program Review Questionnaire

There were 198 out of 279 or 70.9% of the questionnaires returned.

1. Are you aware of the counseling services offered in the school?

(N = 198 parents)	Yes	-	88%	-	174 parents
	No	-	12%	-	24 parents

2. Were you made aware of the counseling services through a newsletter?

(N = 198 parents)	Yes	-	24%	-	48 parents
	No	-	75%	-	150 parents

3. Would you participate in an evening series of discussions on parent-child relations if such a series were available?

(N = 198 parents)	Yes	-	79%	-	156 parents
	No	-	7%	-	14 parents
	Don't Know	-	14%	-	28 parents

4. Would you like to discuss the educational programs available to your child with someone from the school?

(N = 198 parents)	Yes	-	67%	-	132 parents
	No	-	18%	-	36 parents
	Don't Know	-	15%	-	30 parents

The following questions were answered only by those parents who had occasion to contact a counselor.

5. Were you able to see the counselor?

(N = 134 parents)	Yes	-	80%	-	106 parents
	No	-	20%	-	28 parents

6. Was it you who initiated contact with the counselor?

(N = 140 parents)	Yes	-	67%	-	94 parents
	No	-	33%	-	46 parents

7. Was it the counselor who initiated contact with you?

(N = 137 parents)	Yes	-	24%	-	33 parents
	No	-	76%	-	104 parents

8. Does the counselor usually report back to you regarding problems about which you have consulted him?

(N = 108 parents)	Yes	-	67%	-	72 parents
	No	-	33%	-	36 parents

9. Has the counselor helped you to develop improved ways of relating to your child?

(N = 102 parents)	Yes	-	69%	-	70 parents
	No	-	31%	-	32 parents

APPENDIX J

COUNSELORS' RESULTS

Counselors' Results From The Counseling Program Review Questionnaire

Twenty-four out of twenty-five or 96% of the counselors returned the questionnaire.

1. Is the counseling program based on a written statement of goals?

(N = 22 counselors)	Yes	-	36%	-	8 counselors
	No	-	64%	-	14 counselors

2. Have you an active program for informing students and teachers about the counseling services in the school?

(N = 21 counselors)	Yes	-	57%	-	12 counselors
	No	-	43%	-	9 counselors

3. Have you an active program for keeping parents informed about the counseling services in the school?

(N = 21 counselors)	Yes	-	18%	-	4 counselors
	No	-	82%	-	17 counselors

4. Does the school have an orientation program for incoming students?

(N = 20 counselors)	Yes	-	65%	-	13 counselors
	No	-	35%	-	7 counselors

5. Do you conduct group activities in vocational choice and career decision making?

(N = 22 counselors)	Yes	-	41%	-	13 counselors
	No	-	59%	-	9 counselors

6. Does the counseling program provide for inservice training of the school staff regarding teacher-student relations, communication techniques, etc.?

(N = 21 counselors)	Yes	-	24%	-	5 counselors
	No	-	76%	-	16 counselors

14. Do you work with parents?

(N = 24 counselors) Yes - 100%

15. Do you feel that the counseling program is generally accepted by the teachers?

(N = 23 counselors)	Yes	-	96%	-	22 counselors
	No	-	4%	-	1 counselor

APPENDIX K

COUNSELORS' OPINIONS

nel. This would prevent me from making many phone calls to various places of work. (e.g. Air Rescue Work)"

"I would appreciate finding out procedures and limits regarding the duties of different agencies e.g. Provincial and City Welfare. The red tape of making contacts on the telephone overwhelms me."

"Counselors should have more opportunity to chat one to one with the supervisors of Pupil Personnel. Feedback is necessary for our association of counselors to feel more like a family working together and helping each other. A closer relationship with the office would make me feel more a person rather than merely an employee."

"I would like to see counselors who do not teach. I'm always going to class late, missing classes, etc. even though I often feel that I have shooed a student out of my office trying to get to class."

"Establish staff advisors."

"Set up regular meetings when administrators and counselors can work out common policies and programs."

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